DOCUMENT RESUME

ED 399 661 EA 027 917

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TITLE Literature Review on Year-Round Schooling (With an Annotated Bibliography).
PUB DATE 96
NOTE 45p.
PUB TYPE Information Analyses (070) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Attendance; Cost Effectiveness; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; Program Effectiveness; Resistance to Change; School Holding Power; *School Schedules; Student Attitudes; Student Attrition; *Year Round Schools
IDENTIFIERS *British Columbia

ABSTRACT

This paper reviews research literature on year-round schools (YRS) for the British Columbia Ministry of Education. The literature review is organized around the goals of the British Columbia Ministry of Education: (1) impact on student in terms of academic achievement, attitudes, and behavior; (2) costs and benefits; (3) facility use; (4) impact on educational personnel; (5) impact on parents and communities; and (6) the role of policy agencies and governing bodies. The review shows compelling evidence that YRS benefits at-risk students. Although there are dissenting findings and viewpoints, the review found that where implementation of YRS was carefully planned, involved appropriate consultative processes, and was monitored and evaluated over a period of time, levels of satisfaction were high on the part of all stakeholder groups. The review found no negative effects on student achievement and frequent positive impact in terms of student attitudes and behavior. Educators--both district- and school-based, both administrators and teachers--generally favored YRS once they experienced it. Parents and community organizations across all schools levels and in both single- and multi-track schools were highly supportive of YRS. Multi-track schools, despite the substantial amount of time and effort involved in organization, have greater potential than single-track schools to relieve overcrowding, save money at the school district level, reduce teacher absenteeism, and improve student retention and motivation. In conclusion, the risk incurred by a district planning to pilot year-round schooling would be minimal. A list of abbreviations and an annotated bibliography of research on YRS that distinguishes the quality of the research are included. (Contains 72 references.) (LMI)

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ED 399 661

LITERATURE REVIEW ON YEAR-ROUND SCHOOLING

(WITH AN ANNOTATED BIBLIOGRAPHY)

Conducted for the British Columbia Ministry of Education

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PARAMETERS OF THE RESEARCH

In March 1995, the authors were charged by the British Columbia Ministry of Education with the task of conducting a scholarly literature review on the subject of Year Round Schooling (YRS). We approached the task with the intention of being thorough, comprehensive, and unbiased. Thus, we sought articles with a sound empirical or conceptual basis in which conclusions and recommendations were drawn logically from the data or arguments presented. We began by reading some available documents and studies, (BC Ministry, BCTF study, Weiss) , identified their arguments, and examined their bibliographies. We then conducted an ERIC search of both articles and documents using the descriptors "Year-round Schools" or "Year-round Education" (YRE) and "research." In addition to the available articles and those listed in ERIC, we reviewed recent research available from conferences or journals which had not yet been indexed. Finally, an examination and cross-referencing of the bibliographies of all articles examined led us to a few additional articles. In all, about 70 articles and studies were read for this literature review, almost all of which have been included in Appendix A, *An Annotated Bibliography of Research on YRS*.

We used the "research" delimiter to attempt to eliminate articles that were purely advocacy or opinion in nature. Despite this effort, we found that many of the articles which were listed still draw from surveys of opinions of people with little or no experience with Year-round Schools, or consist mostly of anecdotes of personal experience. Further, we found, as did other researchers (Hazelton & Associates, 1992; Hough & Associates, 1990; Zykowski & Associates, 1991), that many of the articles which purport to be empirical research or evaluation reports were flawed in terms of research methods and/or analytical procedures. Hence, we have presented an annotated bibliography in which we have tried to distinguish the most solidly-based articles from those whose basis seems empirically weak or conceptually biased. We also tried to identify whether the article was written from a preconceived position of support or rejection of the concept of YRE, or whether the authors or researchers were open to different questions and explanations as suggested by the evidence.

We determined that most of the programs studied in the last 15 years, have been implemented since 1980. We also found that a number of studies and meta-analyses referred to year-round education programs which operated in successive waves during the first half of this century, and particularly in the late 1960s and 1970s. During this latter period, a number of schools and districts implemented year-round education programs which were discontinued as enrollment peaks declined. A number of studies of these earlier programs were well conducted; however, it should be understood that the YRE programs which they examined were implemented in a different social, economic, and political context than exists today. Those interested might want to read the studies identified in Appendix A (the annotated bibliography) as exemplary or worthwhile by our two star (**) and three star (***) ratings. Although these earlier studies may be interesting, care should be taken in attempting to generalize their findings to present social, ethnic, or policy contexts. In fact, our sense is that the previous wave of year-round school programs was instituted during a time of overcrowding due to the "baby boomer" generation -- a time of economic growth and optimism; a time in which public support for, and confidence in, education were high; a time when taxpayers seemed more willing to finance educational spending than we are today. Today, changing immigration patterns, internal demographics, work-force characteristics, expectations regarding school completion, business pressures, and a tighter job market all contribute to overcrowding of public schools. Many of these factors are also accompanied by the need for special programs -- limited English proficiency (LEP), second language instruction (ESL), special education, vocational training, etc. Thus, the resurgence of interest in YRE is not unexpected; however, implementation may now be complicated by our commitment to both equitable and excellent educational services for all students in a very complex educational setting.

The longest running continuous YRE programs in the US have existed since the late 1960s -- e.g., Becky-David School in Francis Howell District, MO (1969), and others span the two periods; however, no reference to programs extant on a continuous basis prior to 1981 was found in the literature. (At this time, we are investigating these programs and policies.) Thus, for the purposes of this review, we concentrated on articles written after 1980, as most current YRS have started operation since that time.

While we attempted to find literature directly related to Canadian education, there is little available. And most studies consist of policy statements or survey articles which contain opinions of various segments of the Canadian population, even if they did not have first hand experience with YRE, concerning the potential for implementing YRS. Further, much of the US literature which we did review suggests that after implementation, pre-implementation concerns are generally allayed and quickly replaced by different issues and priorities; hence, these Canadian articles do not figure prominently in our review. They do, however, underscore the need for good research, utilizing a variety of approaches, of the implementation and impact of YRS in Canada.

THE LITERATURE REVIEW

We have chosen to organize this literature review around the goals of the British Columbia ministry of education concerning the YRS pilot program, as follows:

1. impact on students;
2. costs and benefits;
3. facility use;
4. impact on educational personnel;
5. impact on parents and communities; and
6. the role of policy agencies and governing bodies.

The historical development of YRS and the different models of YRS (such as the 45/15, 60/15, 90/30, Concept 6, or Orchard Plan) are addressed at length in a number of articles and documents. Although we have not included these two topics in our literature review, we do identify the relevant sources in Appendix A.

Apart from these two areas (history and models), in examining the 70 or so articles and documents, we did not find any topics which are not encompassed by the BC Ministry goals. Wherever possible we distinguish between findings relevant to single track or to multi-track year-round schools.

Such a distinction was rarely made or implied, however, and is, therefore, a characteristic of this body of literature which underscores the need for cautious and thoughtful interpretation.

Impact on Students

The literature in this section may be broken into three main categories: 1) Impact on Academic Learning, 2) Impact on Student Attitudes, and 3) Impact on Student Behaviors.

Impact on Academic Learning

Many studies have found that year-round schooling is associated with improvements in student achievement or academic grades (Baker, 1990; Bradford, 1993; Los Angeles Unified School District, 1992-93; Mutchler, 1993; Perry, 1991), although the precise relationship has not been determined and may be due to concomitant changes in programs and instruction. In fact, careful reviews of the literature (Goren & Carreido, 1986; Hazelton & Associates, 1992; Merino, 1983; Zykowski & Associates, 1991) have identified few studies in which there was no gain in achievement, and in most of these cases there was no decline either. In other words, it seems that year-round schooling does not have a negative impact on student learning, and often may have a positive impact.

Where gains in student achievement have occurred, the literature offers two possible explanations. One has to do with theories and research concerning remembering and forgetting. Some (Ballinger, 1987, 1988; Ballinger, Kirschenbaum, & Poimbeauf, 1987; O'Neil & Adamson, 1993; Weaver, 1992) believe that because students in YRS have more frequent but shorter (generally three week) breaks, they are less prone to forget what they have learned. Consequently teachers spend less time on review and have more time for new instruction, thereby leading to achievement gains. However, there are others who cite research which suggests (a) that most "forgetting" occurs during the first two weeks of "non-learning" and hence actual loss of learning should be similar for students in traditional calendar schools and year-round schools, or (b) that the issue of forgetting/retaining is complex and involves more than just time (Allinder, Fuchs, Fuchs, & Hamlett, 1992; Capps & Cox, 1991). Also, it must be noted that

in many multi-track models of year-round schooling, students on two tracks may have vacations of seven weeks or more; hence, the theory about forgetting should only hold true for students on the other tracks. Clearly, more research of student achievement, by tracks, is necessary.

The second theory concerning improved academic performance is that many schools which change their calendar also focus on changing some of their curricular materials and instructional practices (Goren & Carreido, 1986; Hough & Associates, 1990; White, 1992). Further, it is argued, if teachers believe that students have forgotten less, and therefore spend less time in repetitious review, then there will be increased instructional time for new learning and/or greater student enjoyment of learning, either or both of which may well help to account for positive changes in test scores.

Where research has supported improved student learning in YRS, there is compelling evidence that the positive effects are enhanced for students in at-risk groups (Atwood, 1983; Capps & Cox, 1991; Gandara & Fish, 1994; Perry, 1991). There is one exception. Several reviews cite the 1987 study by Quinlan and Associates (which we have not been able to obtain) which suggests that, at that time in California, student achievement in single-track year-round schools and in multi-track schools in non-urban communities was at or above expected levels, but student achievement in multi-track, year-round schools in large, urban communities was considerably lower than expected. The interpretation by Hazelton & Associates (1992) of this anomalous finding in the large, urban communities, was to attribute it to the large numbers of at-risk students. We reiterate, however, that many more studies have found that YRS actually benefits at-risk students.

In closing this section, we wish to note that most of the studies regarding student achievement focus on gains or losses as identified by norm-referenced, standardized tests. It seems evident that there is considerably more work necessary to identify other ways of assessing student achievement and to fine-tune the analysis by type of school, curriculum, and track assignments.

Impact on Student Attitudes

In general, a clear majority of parents, teachers, administrators, and students who have had more than one year experience with a model of YRS report that students generally have positive feelings about YRS (Alkin, 1983; Baker, 1990; Barrett, Ferrett, & Beaty, 1992; Christie, 1989; Gandara, 1992; Hazelton & Associates, 1992; LAUSD, 1982-83; Perry, 1991; Zykowski & Associates, 1991). Students believe that they are receiving at least as high a quality of instruction, maintain or improve their involvement in extra-curricular activities, and that YRS has, contrary to some fears, a positive impact on their employment opportunities. Students seem more ready to learn, to maintain their motivation throughout the year, and to enjoy school more than their peers in traditional schools.

For students at all grade levels, increased experience with YRS is associated with increasingly positive attitudes and perceptions. It should be noted that the general levels of satisfaction are higher for elementary students than for secondary school students; however, when comparisons are made, reports indicate higher levels of satisfaction in YRS than in Traditional Calendar Schools.

Impact on Student Behaviors

Most studies report increased student attendance in year-round schools (Bradford, 1993; Brekke, 1983; LAUSD, 1982-83; White, 1987; Zykowski & Associates, 1991). In addition, there is consensus that YRS reduces the rate of dropouts, that is, it facilitates student retention in school (Baker, 1990; Bradford, 1993, LAUSD, 1982-83; White, 1987; Zykowski & Associates, 1991), perhaps because it is easier for students to "catch up" subjects in which they have fallen behind, perhaps because, as reported in one of the articles, it is easier to "get a second chance." In addition, students report that YRS facilitate both involvement in extracurricular activities (White, 1988; Zykowski & Associates, 1991) and opportunities for employment (Howell, 1988). Not only is it possible to participate in some activities for part of the year without conflicting pressures of homework, school teams tend to perform better, as year-round schools are air-conditioned, and the larger number of students provide coaches with a larger pool from which to draw. In addition, the fact that not all students are seeking employment at one time, coupled with the fact that

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students have breaks in which work does not interfere with either academic or extra-curricular activities, seems positive. Finally, the research indicates that students in YRS tend to participate in additional educational programs offered between tracks or sessions more often than students of TCS participated in summer programs (Bradford, 1993).

Year-round Schools also report decreased incidence of student vandalism, and communities report a concomitant decrease in juvenile crime for students in YRS (Brekke, 1983; Hazelton & Associates, 1992; Merino, 1983). Some hypothesize that decreased vandalism may be associated with increased use of school facilities, while others suggest that decreased juvenile crime may be attributed in part to reduced student boredom and to smaller numbers of students who are not in school at any one time.

Costs and Benefits of YRS

Two major frameworks for analyzing the costs and benefits of YRS emerge from the literature. The first comes from Brekke (1983) who identifies three ways of thinking about cost analysis:

1. identify costs per student per program;
2. estimate costs for new school facilities and operational enrollment which exceed districts operational space, allocated by school;
3. compute the costs incurred by the YRE program when TCS are not in session.

The second framework was developed in 1978 by Baker, Pelavin and Burnett, and outlines three additional ways of analyzing costs and benefits of YRS:

1) compare the budget for a YRS to its budget for prior years;
2) compare the budget for the YRS to a matched school on a traditional calendar, or
3) compare the budget for the YRS to a simulated budget for the same school on a traditional calendar.

This second framework is frequently cited in the literature (Hough & Associates, 1990, Zykowski & Associates, 1991), with consensus that the third form of analysis, simulation, is the most desirable.

Because there are numerous ways of calculating costs and benefits, it is important to identify and to understand both the framework and the items included in any financial analysis.

Some general conclusions related to costs and cost-benefits can be drawn from the research, provided we distinguish between single track and multi-track schools. For single track schools, although operating costs sometimes increase, this is not necessarily the case. Where costs increase, the increase is generally associated with accompanying curricular changes, including remedial and enrichment programs and additional resources for special needs (Hough & Associates, 1990). In fact, in some cases, the curricular changes provided the impetus for the change to single-track YRS (Guthrie, 1985).

For multi-track schools, which are frequently implemented to relieve overcrowding without building new school facilities, more factors must be considered in determining accurate costs or benefits to a district (Denton & Walenta, 1993; Goren & Carreido, 1986; Hazelton & Associates, 1992; Hough & Associates, 1990; Mutchler, 1993; White, 1992; Zykowski & Associates, 1991). While the overall operating costs of an individual school seem to increase when it moves from a single-track or traditional-year program to multi-track, the costs per pupil across the district generally decrease. However, operating costs constitute only one part of the analysis. Long term capital costs must also be considered when assessing the financial impact of multi-track YRS. The most thorough studies break these two categories into further areas which must be considered in a comprehensive cost-benefit analysis: avoided costs, incidental costs, transition costs and incentives (Denton & Walenta, 1993). These items must all be included in any study of long term effects. Likewise, the long-term operating costs of a new school as well as the building costs must be calculated.

The research indicates that benefits vary considerably by district, but that on a long term basis, a district may accrue considerable savings by moving to a multi-track year-round school program.

Facility Use

There is no doubt that multi-track schools alleviate overcrowding, while helping to ensure more efficient operation of school facilities (Hazelton & Associates, 1992; Goren & Carreido, 1986, LAUSD, 1982-83;

Zykowski & Associates, 1991). However, different models of YRE will have differential effects on facility use (Glines, 1990). For example, Goren & Carriedo (1986) found that the three-track, Concept 6, model provides the greatest facility relief, with lesser amounts by 45/15 or 60/20 plans. Alkin (1983) has shown that equalizing numbers of students across tracks substantially relieves overcrowding and provides for acceptable and comfortable facility use. Some studies report a greater incidence of combination classes with a move to a multi-track model (e.g., Stimson, 1992). Although alternative timetabling arrangements may easily overcome this difficulty, there is no clear indication that a combination or multi-age/cross-grade grouping has detrimental effects on student learning (Goodlad & Anderson, 1987). In addition, if all tracks are not operating at capacity, YRS may still provide more efficient facility use in that space may be freed up for activities like art, drama, peer mediation, etc. and portable buildings may be freed for relocation or eliminated altogether (Stiff, 1986).

Reports indicate that early maintenance difficulties in year-round schools associated with timetabling or with increased numbers of students using one building have been relatively easily overcome. For instance, some districts have adjusted the 12 month maintenance schedule or reorganized major cleaning in ways similar to health care organizations (Perry, 1991).

Howell (1986) suggests that if increased facility use is the only organizational goal, then other arrangements may be as effective as YRS; for example, extended day programs, double shifts, summer programs. Some (Rasberry, 1994) suggest that overcrowding in a given district may be temporary and that when overcrowding is relieved, schools should return to single track or traditional calendars. These authors suggest that if overcrowding is seen as a long term problem, additional costs may be incurred if construction is delayed. Further, Weinert (1987) suggests that all new construction should be designed with a view to future utilization as a multi-track YR facility.

A creative approach to facility use is that of Francis Howell District, MO, in which schools move naturally between single and multi-track calendars depending on changing demographic patterns. For example, Becky-David School, the longest, continuous multi-track, YRS program in the US (since 1969)

has moved between the two models a number of times and most recently, after two years as a single-track school, reopened in July 1995, as a multi-track school.

Impact On Educational Personnel

Literature in this section examines a variety of impacts on school personnel: administrators, teachers, and district level educators.

Impact on Administrators

The literature says relatively little about the effects of YRE on administrators, and rarely differentiates between single and multi-track schools. It does suggest, however, that administrators who have experience with both traditional and year-round education like the YRS model despite increases in administrative work load, particularly in multi-track schools (Alkin, 1983; Christie, 1989; Goren & Carreido, 1986; Hazelton & Associates, 1992; McNamara, 1981; Shields & Oberg, 1995; Zykowski & Associates, 1991). The major issues for principals of multi-track schools centered around assignment of teachers and students to tracks. Related issues included storage of materials, communication with off-track personnel, revision of bus schedules on a regular basis, and scheduling of inservice and professional development activities.

One of the most important aspects of administrative decision-making and multi-track schools is finding a way to ensure the equitable allocation of students to tracks. If administrators accede to parental requests for specific tracks, the result has been found to be unequal numbers of student on some tracks resulting again in facility pressures, and unequal distribution of socio-economic status (SES) and minority ethnic students on some tracks (McNamara, 1981; Shields & Oberg, 1995). If an administrator is not firm in his/her policy of assigning students to tracks, or does not receive appropriate district support for placement decisions, there may be an unduly high number of remedial and compensatory programs on some tracks and academically challenging ones on others.

Impact on Teachers

The research clearly indicates that teachers with experience in both YR Schooling and TCS are overwhelmingly positive about the relative merits of YRS compared to TCS (1983; Brekke, 1983; Christie, 1989; Gandara, 1992; Goren & Carreido, 1986; Hazelton & Associates, 1992; LAUSD, 1982-83; Merino, 1983; McNamara, 1981; Peltier, 1991; Shields & Oberg, 1995; Webster & Nyberg, 1992; Zykowski & Associates, 1991). This may be reflected in findings that teachers in YRS have better attendance than those in traditional calendar schools. Perhaps more convincing is the finding that after 3 years on the complex Orchard Plan in which students actually rotate in and out of classes, only 1 of 57 teachers had requested a transfer and 95% stated a continuing preference for the plan (Gandara, 1992).

Some reasons for general satisfaction relate to perceptions of higher student enjoyment and motivation (Hazelton & Associates, 1992; Zykowski & Associates, 1991), higher personal levels of motivation (Shields & Oberg, 1995), and higher salaries (Goren & Carreido, 1986). While the latter is primarily a US phenomenon, some financial benefits due to extended school years or the possibility of acting as substitute teachers may also exist in Canada. Additional concerns identified by teachers prior to experiencing YRS, such as the opportunities to complete university courses and other professional development activities or difficulties associated with family vacation, were found to be unwarranted. In fact, some teachers reported increased opportunity for professional development (Herman, 1988) and others indicated a preference for the resulting vacation schedule (Shields & Oberg, 1995).

Impact on District Level Educators

There is little doubt that successful implementation of year-round schedules (single or multi-track) requires some redeployment of personnel at the district level. In some cases, this has been accomplished by having a rotation of district specialist staff taking shorter vacations throughout the 11 month school year in order to ensure that all students were provided with needed services at no additional costs to the district (Alkin, 1990; Brekke, 1983; Goren & Carreido, 1986). In other cases, where district personnel have not adjusted schedules or expectations regarding services, purchasing, scheduling of standardized

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testing, etc., this was seen as a complicating factor for YRS (Herman, 1988; Moore, 1992; Shields & Oberg, 1995).

Impact On Parents And Community

Here the literature will deal first with the impact of YRE on parents and then with the impact on other community groups. In general, we found that concern about parental responses and reactions dominated much of the literature we reviewed.

Impact on Parents

As for school-based personnel, once parents had first hand experience with YRS, their responses became increasingly and overwhelmingly positive. Zykowski and Associates (1991) and Hazelton and Associates (1992), in their reviews of the literature identified very positive parental responses. Alkin (1993) and Shields and Oberg (1995) found that parents, particularly those with elementary students in multi-track schools, were very positive about the educational arrangement and that they gave a wide variety of reasons ranging across personal, family, and educational concepts.

This level of parental support is noteworthy, especially in view of the current preoccupation of governing bodies (e.g., the BC Ministry of Education, the Ontario Ministry of Education) and districts (the pilot districts in British Columbia) considering the implementation of models of YRE. It is also noteworthy in light of the focus on parental concerns identified in pre-implementation studies (Kirman, 1991; McDaniel, 1993; Sardo-Brown & Rooney, 1992; Schmieder & Townley, 1992) or forums such as the British Columbia Forum on Year-round schooling (Rainbow, LaRocque & Shields, 1995). In LAUSD the need for multi-track schooling to be implemented without adverse parental response was actually incorporated, and achieved, as a policy goal (Alkin, 1983), through careful consultation and ongoing communication. The issue is not so much the existence of parental concerns as the recognition that they tend to be rapidly allayed following implementation of YRS.

Reasons given for positive parental responses include the perceived high quality of the instruction, the overall quality of the program, the amount of perceived student learning, increased individual attention, and decreased boredom during vacations. Individual reasons, for instance increased individual attention, might in fact relate more to one specific model or plan (for example, the Orchard Plan) than to others (e.g., a 45/15 model). Despite the large majority support for YRS, a much smaller group of parents retains concerns primarily related to activities outside of school, such as perceptions that family vacations, sports, and summer activities are being negatively affected (Hazelton & Associates, 1992).

Impact on Community

Again, despite numerous early concerns, there is surprisingly little emphasis in the literature concerning community impact. The reduction in vandalism and juvenile crime is noted (Brekke, 1983; Hazelton & Associates, 1992; Merino, 1983). As well, there are indications that while some community service groups have made changes or modified their program or delivery schedules, there have been no severe disruptions to community activities. For instance, summer recreation leagues and camps have reported no adverse effects (Zykowski and Associates, 1991). Most community groups seemed to accommodate willingly. Personnel from YRS also indicated that they had better contacts with community groups, including law enforcement, than they had had previously (Hazelton & Associates, 1992).

The Role Of Policy Agencies And Governing Bodies

A number of articles made reference to legislation specific to particular states, provinces, or districts (Alkin, 1983; Howell, 1986; Perry, 1991; Serifs, 1990; Zykowski & Associates, 1991) which seemed to facilitate, support, or inhibit the implementation of YRS. In this section, we neither summarize nor cite all policies related to YRS. However, where these policies seem generalizable to other jurisdictions or where policy recommendations have been made in the literature which seem useful for the current BC policy situation, these will be identified.

Bill 87, which became law in California in 1991, "mandated that a district's eligibility for priority status for state school building construction money is to be determined, in part, by its willingness to operate multi-track year-round programs" (Smith, 1992, p. 9). The Bill also established one-time only implementation grants and ongoing operational grants. While not all jurisdictions might want to pass such a mandate, the intent of the Bill does seem consistent with the intent of the BC Ministry's YRS pilot program, and both the BC Ministry of Education and individual districts may wish to consider offering incentives for the consideration of multi-track year-round schooling. An important, related policy is one which offers incentives for accompanying organizational and calendar changes with curricular innovation and new instructional practices.

With respect to district policies, Goran and Carriedo (1986) report 13 policy recommendations for San Diego schools, including a recommendation that multi-track schools "only be expanded with the allocation of requisite resources, including extended contracts, additional staff and allocation formulas based on year-round school needs" (p. 24). This policy is cited, not as one to be duplicated, but as an example of one which offers appropriate district support for YRS, namely that district policies and procedures. need to be reconsidered to include the special circumstances of YRS. Hence, district schedules for purchasing materials, for allocating budgets, or for administering standardized tests will need to reflect the needs of all district schools. Goren and Carreido have found that policies concerning recalculation of ADM, teacher benefits, or allocation of support services are essential. They also recommend, based primarily on the LAUSD experience, that only one YRS calendar be implemented in a district. Regular monitoring of implementation of YRS to identify and address issues as they arise, as was done in LAUSD is also generally recommended.

An example of a facilitating policy at a national level is National Education Association's resolution F-11, which reads, in part:

> Policies governing year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles and professional salaries and class size.

We find the emphasis on *principles* rather than adherence to current *practice* useful, as it allows for the possibility of change. Consider, for example, some factors encompassed by working conditions. In a multi-track year-round school the total instructional time might remain the same, but the number of school days and the length of the school day might differ a little from the traditional calendar. Similarly there might be flexible groupings of students, although overall teachers and aides would work with the same number of students as usual. The move to year-round schooling would impact on provincial, district, and employee association/union policies. A focus on principles could allow resolution of issues and implementation of change while simultaneously protecting employees; insistence on the specifics of current practice will stymie efforts to change.

CONCLUSION

We have found considerable consensus in the literature which we have reviewed for this paper. Although there are dissenting studies and viewpoints, we have found that where implementation of YRS is carefully planned, involves appropriate consultative processes, and is monitored and evaluated over a period of time, levels of satisfaction are high on the part of all stakeholder groups. In particular, we have found no negative effects on student achievement and frequent positive impact; as well as many other benefits in terms of student attitudes and behavior. We have found that educators -- both district-based and school-based, both administrators and teachers -- generally favor YRS once they have experienced it. Likewise students, parents and community organizations are highly supportive of YRS. These conclusions are particularly strong for elementary schools, but hold true for junior high schools and senior secondary schools as well. They are also consistent for both single track and multi-track YRS.

The major differences between single track and multi track YRS appear in the areas of cost-benefits and relief of overcrowding. Many authors conclude that only multi-track schools have the potential to relieve overcrowding (Hazelton & Associates, 1992; Hough & Associates, 1990). Indeed, multi-track schools seem to be an efficient way of alleviating overcrowding and effecting financial savings. And perhaps it is worthwhile to repeat that these gains are achieved without any detrimental

effect on student learning, parental support, or community relations. In fact, as with other organizational changes, a change to multi-track YRS may provide an impetus for other changes related to curriculum and instruction.

The Single-track and Multi-track Options

Based on the weight of evidence from the literature which we have reviewed, it is clear that the risks incurred by a district planning to pilot year-round schooling would be minimal. If the choice were to pilot a single-track model, the literature suggests that it would need to be accompanied by curricular and instructional change in order to realize gains in the area of student learning. Further, while no financial savings may be expected, some additional costs might be incurred if schools choose to implement intersession or other remedial and enrichment programs. Initial concerns on the part of both parents and teachers are likely to be of short duration; and there should be a pay-off in terms of less teacher absenteeism, reduced vandalism, and greater student retention and motivation. Schools wishing to move to a single-track YRS model should ensure that district services and schedules will provide adequate support and student assistance during the duration of the revised school year.

Should a school or district opt for the multi-track YRS option, relief from overcrowding would be assured, particularly if assignment to tracks is equalized. Financial savings in terms of reduced per pupil costs should also be achieved; however, these savings accrue at the district level rather than for individual schools, where operating costs will increase. These benefits should be realized with no detrimental effect to student learning; however, here too, the literature demonstrates that appropriate, corresponding changes in the organization of curriculum and instruction will promote positive gains in student learning. Implementation of a multi-track school will require considerable time and effort on the part of administrators to assign students and teachers to tracks, to reorganize custodial schedules, bussing, etc.; however, as with single-track schools, there should be a pay-off in terms of less teacher absenteeism, reduced vandalism, and greater student retention and motivation. Here too, schools will need to ensure appropriate modifications at the district level both in terms of personnel policies and student support.

Force of Habit vs. Force of Logic

Perry, in her 1991 article about Ontario policy, concludes that few organizations are willing to take the risk to investigate new educational arrangements. She warns that

> economic considerations, even with double-digit mill-rate increases to meet the high and rising educational costs, do not have the persuasive power to foster exploration of the savings to be gained by alternative scheduling. The barriers that predominate are those of habit and tradition -- vacations, student summer employment, collective agreements -- with less consideration of issues relative to learning -- integration of the school and the community, access to programs, and remedial and instructional innovation. The educational climate will likely persist with the force of habit rather than the force of logic. In any conflict between logic and tradition, tradition generally wins. (p. 15)

Perry's distinction between the force of tradition and the force of logic, and her identification of the comfortable attractiveness of the former, is valuable. It reminds us of our general tendency to resist change and innovation, and to cling with tenacity to the status quo.

We hope that this literature review will assist educators in British Columbia schools and districts -- and elsewhere -- to overcome the barriers of habit and tradition, to resist pressures to preserve the status quo, and to make wise decisions concerning appropriate educational structures and programs for their unique student bodies.

ABBREVIATIONS USED

ADM	Average Daily Membership
LAUSD	Los Angeles Unified School District
SES	Socio economic status
TCS	Traditional calendar schools/schooling
YR	Year-round
YRE	Year-round education
YRS	Year-round schools/schooling

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APPENDIX A:

AN ANNOTATED BIBLIOGRAPHY OF RESEARCH ON YRS

INTRODUCTION TO THE ANNOTATED BIBLIOGRAPHY

The annotated bibliography is intended to complement the literature review and to help the readers select articles appropriate for their purposes. The annotations are not summaries of the articles, but guides to their content. Each annotation contains the following information:

1. The STUDY TYPE. Some of the study types – e.g., literature review, evaluation and empirical study – are self-explanatory. Articles which describe a particular YRS organizational structure are termed descriptions. Articles which argue or present evidence in favor of a particular point of view are referred to as advocacy. An advocacy or a description may provide anecdotal evidence; this is indicated where appropriate.

2. The THESIS or PURPOSE.

3. The TOPICS addressed in the article are indicated, especially as they pertain to the goals of the British Columbia Ministry of Education for its YRS project. They include

RQ1	impact on student academic learning
	impact on student attitudes
	impact on student behaviors
RQ2	cost and benefits
RQ3	facility use
RQ4	impact on administrators
	impact on teachers
	impact on district-level educators
RQ5	impact on parents
	impact on community
RQ6	policy agencies & governing bodies

In addition, articles which are a good source of information on the history of year-round schooling or on models of year-round schooling are identified as such.

4. The FINDINGS give a flavor of the main findings or conclusions, although, as stated earlier, there is not attempt to summarize the findings.

5. The COMMENT highlights special features of the article.

Another aspect of this annotated bibliography is the rating of articles. Three star articles are sound in many respects. The literature reviews are comprehensive, balanced, and critical in approach. The evaluations and empirical studies provide good information on methodology, are well-designed, and support conclusions or interpretations with data. The conceptual pieces are well-developed and logically argued, deal with important issues, and often offer unusual perspectives or insights. Two star articles do not meet all of the criteria of the three star articles, but are still credible. This rating includes some advocacy and description articles which are particularly thoughtful or critically reflective. The third rating encompasses a variety of articles which have in common the fact that they should be read with caution and with skepticism. This rating might be given because of a poor or inadequately described research design; conclusions weakly linked to the data or based solely on anecdotal evidence; a literature review of only a small number of articles; a peripheral interest in YRS within the context of the whole article; or a clear bias for or against YRS on the part of the author(s).

"THREE STAR" ANNOTATIONS

Three star articles are sound in many respects. The literature reviews are comprehensive, balanced, and critical in approach. The evaluations and empirical studies provide good information on methodology, are well-designed, and support conclusions or interpretations with data. The conceptual pieces are well-developed and logically argued, deal with important issues, and often offer unusual perspectives or insights.

CITATION:	Alkin, M. (1983). *Evaluation of the year-round schools program.* Los Angeles, CA: LAUSD. ED 248291
STUDY TYPE:	evaluation
THESIS/PURPOSE:	evaluate YRS in comparison with traditional calendar schools on a variety of criteria
TOPICS:	RQ1--impact on student academic learning and on student attitudes RQ3--facility use RQ4--impact on administrators and teachers RQ5--impact on parents
FINDINGS:	YRS has positive outcomes re student learning and attitudes; administrators prefer YRS; parents generally positive, especially at the elementary level
COMMENT:	good description of evaluation purposes and design; offers recommendations based on findings; informative table re relief of overcrowding for different levels and schools

CITATION:	Baker, G. (1990). *Parent satisfaction with year-round and traditional school calendars in Conroe Independent School District.* Unpublished Masters thesis, Sam Houston State University, TX. ED331137
STUDY TYPE:	evaluation
THESIS/PURPOSE:	to compare satisfaction of parents with children in pilot YRS and in matched control schools
TOPICS:	history of year-round schooling RQ1--impact on student academic learning, attitudes and behaviors RQ5--impact on parents
FINDINGS:	according to parent perceptions, students in YRS showed more positive outcomes with respect to learning, attitudes and behaviors; and YRS had little effect on "family life" issues except for vacations and activities
COMMENT:	appendix provides a copy of the survey and the survey results, including chi squares

CITATION:	Denton, J. J., & Walenta, B. (1993). *Cost analysis of year round schools: Variables and algorithms.* College of Education, Texas A & M University. ED358515.
STUDY TYPE:	literature review
THESIS/PURPOSE:	conceptualize the assessment of costs/benefits of YRS
TOPICS:	RQ2--cost and benefits
FINDINGS:	describes three approaches to cost analysis
COMMENT:	includes concepts such as avoided costs, transition costs, projected operating costs, and incidental costs

CITATION:	Gandara, P. (1992). Extended year extended contracts: Increasing teacher salary options. *Urban Education, 27*(3), 229-247.
STUDY TYPE:	empirical study
THESIS/PURPOSE:	explore teacher issues with implementation of Orchard Plan
TOPICS:	RQ1--impact on student attitudes

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RQ4--impact on teachers

FINDINGS: teachers perceived improvement in student attitudes and group dynamics, and expressed satisfaction with the Plan; very low teacher turnover

COMMENT: good description of the Orchard Plan

CITATION: Gandara, P., & Fish, J. (1994) Year-round schooling as an avenue to major structural reform. *Educational Evaluation and Policy Analysis, 16*(1), 67-85.

STUDY TYPE: empirical study

THESIS/PURPOSE: investigate impact of an experiment with multiple school reforms in the context of an extended school calendar year called the Orchard Plan

TOPICS: RQ1--impact on students
RQ3--facility use
RQ4--impact on teachers and administrators
RQ5--impact on parents
RQ6--policy agencies & governing bodies

FINDINGS: increases in academic achievement, a high level of parent and teacher satisfaction, and efficient use of school facilities; possibility of principal "burnout"

COMMENT: interesting discussion of the possible relationship between calendar changes and instructional/program changes and of the issue of teacher choice with respect to work schedules

CITATION: Goren, P., & Carreido, R. (1986). *Policy analysis on the implementation of an expanded multi-track year-round school program.* San Diego, CA: Planning, Research and Evaluation Division, San Diego City Schools. ED282328

STUDY TYPE: evaluation/policy analysis

THESIS/PURPOSE: assess extent to which the district should expand YRS program

TOPICS: RQ1--impact on student academic learning
RQ3--facility use
RQ4--impact on teachers and district staff
RQ5--impact on community
RQ6--policy agencies & governing bodies

FINDINGS: no harmful impact on student learning; extent of space utilization depends on model; adjustments required in routine procedures at the district level; increased workload for school administrators (mainly maintenance tasks); potential negative impact on community; analysis of legislative support

COMMENT: good description of policy analysis procedures; interesting observation re "track-hopping" at secondary level; well-reasoned recommendations for district policy supportive of implementation of YRS

CITATION: Hazleton, J. E., Blakely, C., & Denton, J. (1992). *Cost effectiveness of alternative year schooling.* Austin, TX: Educational Policy Center, The University of Texas at Austin. ED354629

STUDY TYPE: literature review

THESIS/PURPOSE: examine evidence pertaining to cost effectiveness and educational benefits of YRS

TOPICS: models of year-round schooling
RQ1 impact on student academic learning
impact on student attitudes
impact on student behaviors
RQ2 cost and benefits

	RQ3	facility use
	RQ4	impact on administrators
		impact on teachers
		impact on district-level educators
	RQ5	impact on parents
		impact on community
FINDINGS:	reports both positive and negative findings, although much of the evidence is in favor of YRS in all five areas; concludes multi-tracking a reasonable option in situations of overcrowding and growth	
COMMENT:	comprehensive, balanced and well-critiqued	

CITATION: Hough, D., Zykowski, J., & Dick, J. (1990). *Cost-effects analysis of year-round education programs.* A paper presented at the annual meeting of AERA, Boston, MA. ED319771

STUDY TYPE: policy analysis

THESIS/PURPOSE: explains components of model for analyzing cost effectiveness, and demonstrates results with different scenarios

TOPICS: RQ2 cost and benefits

FINDINGS: cost effectiveness of YRS depends on other policy decisions that are made in conjunction with implementation of YRS

COMMENT: more sophisticated, comprehensive and context-sensitive treatment of cost effectiveness than generally found

CITATION: McNamara, J. R. (1981). A computer-based method for student assignment and optimal tract balancing. *Association for Educational Data Systems Journal*, Winter, 57-72.

STUDY TYPE: description

THESIS/PURPOSE: examine issue of assignment of students to tracks, so as to preserve community integrity and maximize facility use

TOPICS: RQ3--facility use

FINDINGS: computer program to facilitate assignment to track

COMMENT: raises interesting issues of equity with respect to assignment to track

CITATION: Merino, B. J. (1983). The impact of year-round schooling--A review. *Urban Education, 18*(3), 298-316.

STUDY TYPE: literature review

THESIS/PURPOSE: examine evidence about YRS

TOPICS: RQ1--impact on student academic learning, attitudes and behaviors
RQ2--cost and benefits
RQ4--impact on teachers
RQ5--impact on parents and community

FINDINGS: positive impact on students; teachers positive, contingent on support; multi-tracking difficult in secondary schools

COMMENT: table comparing student achievement (also found in other reports)

CITATION: National Education Association. (1987). *What research says about: Year-round schools.* Washington, DC: NEA. ED310486

STUDY TYPE: literature review

THESIS/PURPOSE:	examine evidence on YRS
TOPICS:	RQ1--impact on students RQ2--cost and benefits RQ3--facility use RQ4--impact on staff RQ5--impact on parents and community RQ6--policy agencies & governing bodies
FINDINGS:	review revealed much the same as others
COMMENT:	of special interest is the resolution passed by the NEA that permits and even supports consideration of YRS while protecting teacher working conditions and benefits

CITATION:	Perry, L. (1991). Should we have a new school clock and a new school calendar? *Education Canada, 31*(2), 8-15.
STUDY TYPE:	description/literature review
THESIS/PURPOSE:	examine evidence on YRS, extended days and summer school
TOPICS:	RQ1--impact on student academic learning, attitudes and behaviors RQ2--cost and benefits RQ4--impact on teachers RQ5--impact on parents
FINDINGS:	YRS has positive impact on students, no detrimental effect on family life and teacher professional development
COMMENT:	interesting comments on the pull of logic and tradition

CITATION:	Shields, C. M. (1995). *The challenge of building community in multi-track year-round schools.* A paper presented at the annual meeting of the University Council for Educational Administration, Salt Lake City, UT.
STUDY TYPE:	empirical study
THESIS/PURPOSE:	compare effects of multi-track YRS and traditional schools based on parents perceptions and non-academic student outcomes
TOPICS:	RQ1--impact on students RQ4--impact on administrators and teachers RQ5--impact on parents and community
FINDINGS:	parents tended to support whichever type of timetable their child's school used, but perceptions concerning advantages and disadvantages were strikingly similar; two differences in student outcomes were greater self-acceptance in YRS and greater individualization of instruction in traditional schools
COMMENT:	tables included; differences between conceptual and operational issues identified

CITATION:	Shields, C. M., & Oberg, S. L. (1995). *What can we learn from the data? A preliminary study of schools with different calendars.* A paper presented at the annual meeting of the Canadian Society for Studies in Education, Montreal.
STUDY TYPE:	empirical study
THESIS/PURPOSE:	analyze test data and compare perceptions of educators across different school calendars
TOPICS:	RQ1--impact on students RQ4--impact on administrators and teachers

FINDINGS: after 3 years, test scores for multi-track schools improved compared to overall scores of traditional schools; administrators and teachers in YRS recognized difficulties, but were very positive in overall assessments

COMMENT: analysis of 3 years of district test data; includes tables; interviews conducted in only 3 schools, but in initial phase of long-term study

CITATION: Weiss, J. (1993). *Changing times, changing minds: The consultative process in considering year-round schooling*. Toronto, ON: Ontario Institute for Studies in Education.

STUDY TYPE: empirical study, with good literature review

THESIS/PURPOSE: to study the consultation process for YRS

TOPICS: history of year-round schooling
models of year-round schooling

FINDINGS: documents events leading up to decision (which was no to implement YRS)

COMMENT: both the literature review and the case study are sound; Canadian

CITATION: Zykowski, J. L., Mitchell D. E., Hough, D., & Gavin, S. E. (1991). *A review of year-round education research*. Riverside, CA: California Education Research Cooperative. ED330040

STUDY TYPE: literature review

THESIS/PURPOSE: examine the evidence on YRS

TOPICS: history of year-round schooling
models of year-round schooling

RQ1	impact on student academic learning
	impact on student attitudes
	impact on student behaviors
RQ2	cost and benefits
RQ3	facility use
RQ4	impact on administrators
	impact on teachers
	impact on district-level educators
RQ5	impact on parents and community
RQ6	policy agencies & governing bodies

FINDINGS: reports both positive and negative findings, although much of the evidence is in favor of YRS in all five areas; concludes multi-tracking a reasonable option in situations of overcrowding and growth

COMMENT: comprehensive, balanced and well-critiqued

"TWO STAR" ANNOTATIONS

Two star articles do not meet all of the criteria of the three star articles, but are still credible. This rating includes some advocacy and description articles which are particularly thoughtful or critically reflective.

CITATION: Atwood, N. (1983). *Integration evaluation reports: Appendix A--Year-round schools sub-studies, 1982-1983.* Los Angeles, CA: Research and Evaluation Branch, LAUSD. ED246143
STUDY TYPE: evaluation
THESIS/PURPOSE: examine achievement, and classroom and school practices, of YRS; comparison of matched pairs of YRS and PHBOA schools
TOPICS: RQ1--impact on student academic learning
RQ5--impact on parents
RQ6--recommendations for district policy
FINDINGS: YRS associated with improvement in student learning, especially for lower-achieving students; parental feedback positive
COMMENT: good description of methodology, although analysis difficult to follow; conclusions weak, based on the data

CITATION: Barrett, T., Ferrett, R. T., & Beaty, C. L. (1992). *Results of the year-round education parent, staff, and student surveys.* Riverside, CA: Department of educational Accountability, RUSD. ED358562
STUDY TYPE: evaluation
THESIS/PURPOSE: assess parent, student and staff perceptions of YRS
FINDINGS: generally
COMMENT: appendix contains a copy of the surveys; simple descriptive data

CITATION: Bradford, J. C., Jr. (1993). *Making year-round education work in your district: A nationally recognized single track high school model* . A paper prepared for The National School Boards Association national convention. ED358559
STUDY TYPE: description/anecdotal
THESIS/PURPOSE: describe the impact of a particular four-quarter, extended year high school program
TOPICS: RQ1--impact on student academic learning, attitudes, and behaviors
RQ2--cost and benefits
FINDINGS: beneficial effect on student learning, attendance and retention, students take subjects in the summer rather than repeat a year
COMMENT: concerned with high school level; thoughtful analysis

CITATION: Brekke, N. (1985). *Cost analysis of year round education in the Oxnard School District.* A paper presented to the 16th Annual meting of the National Council on Year-Round Education, Los Angeles, CA. ED260490
STUDY TYPE: description/anecdotal
THESIS/PURPOSE: assess cost effectiveness of YRS
TOPICS: RQ2 cost and benefits; impact on district costing
RQ3 facility use
FINDINGS: concludes YRS cost-effective
COMMENT: describes different approaches to assessing cost-effectiveness; no literature review; not a critically reflective analysis; evidence of bias in favor of YRS

CITATION: Brekke, N. (1983). *Cost analysis of year round education in the Oxnard School District.* A paper presented to the 14th Annual meeting of the National Council on Year-Round Education, Los Angeles, CA. ED227597
STUDY TYPE: description/anecdotal
THESIS/PURPOSE: cost/benefit analysis of YRS
TOPICS: RQ1--impact on student academic learning and attitudes
RQ2--cost and benefits
RQ4--impact on teachers
FINDINGS: YRS associated with decreased student and teacher absenteeism, and with less vandalism; estimated $80/pupil savings with YRS
COMMENT: describes three different approaches to computing costs

CITATION: Capps, L. R., & Cox, L. S. (1991). Improving the learning of mathematics in our schools. *Focus on Exceptional Children, 23*(9), 1-8.
STUDY TYPE: empirical study
THESIS/PURPOSE: examine the relationship between YRS and forgetting
TOPICS: RQ1--impact on student academic learning
FINDINGS: YRS is associated with improved learning, especially for children whose IQ is below 100
COMMENT: good review of the literature on forgetting; conclusions not clearly supported by the data

CITATION: Christie, S. (1989). *A report on opinion surveys of parents, students, and staff of four track year-round schools in Cajon Valley, 1987-1988.* Cajon Valley, CA: Cajon Valley Union School District. ED303888
STUDY TYPE: evaluation
THESIS/PURPOSE: assess the perceptions of students, parents and staff re YRS
TOPICS: RQ1--impact on student academic learning and attitudes
FINDINGS: parents and students more positive than before; staff thought students were learning more, were more interested, and were less fatigued
COMMENT: good description of evaluation methods; descriptive but not inferential statistics used; appendix contains a copy of the surveys

CITATION: Glines, D. (1990). Maximizing school capacity. *Thrust for Educational Leadership,* 19(September), 49-53.
STUDY TYPE: description
THESIS/PURPOSE: explore space utilization of different models of YRS
TOPICS: RQ3--facility use
FINDINGS: discusses space capacity of different models of YRS
COMMENT: some evidence of bias in favor of YRS

CITATION: Los Angeles Unified School District. (1982-83). *Integration evaluation reports: Executive summaries and evaluation design, 1982-83.* Los Angeles, CA: Research and Evaluation Branch, LAUSD. ED246144
STUDY TYPE: evaluation
THESIS/PURPOSE: evaluate YRS program, especially with respect to goal of reducing overcrowding without adversely affecting educational opportunity and parent/community attitudes
TOPICS: RQ1 impact on student academic learning

		impact on student attitudes
		impact on student behaviors
	RQ3	facility use
	RQ4	impact on administrators
		impact on teachers
		impact on district-level educators
	RQ5	impact on parents
		impact on community
FINDINGS:	dramatic reduction of overcrowding; positive outcomes with respect to student learning, attitudes and Behaviour; parents generally satisfied, although report continued difficulty arranging for child care and vacations	
COMMENT:	does not report actual figures, but good description of methodology and findings include negative as well as positive	

CITATION: Moore, S. M. (1992). Personnel: Policies for year-round schools. *Thrust for Educational Leadership, 21*(6), 32-34.
STUDY TYPE: description/anecdotal
THESIS/PURPOSE: examine personnel policy issues with YRS
TOPICS: RQ4--impact on teachers
RQ6--policy agencies & governing bodies
FINDINGS: identifies personnel issues and suggests solutions
COMMENT: interesting analysis of broader policy context and support

CITATION: Mutchler, S. E. (1993). *Year-round education*. Austin, TX: Southwest Educational Development Lab. ED025451
STUDY TYPE: description
THESIS/PURPOSE: examine advantages and disadvantages of YRS
TOPICS: history of year-round schooling
RQ1--impact on student academic learning
RQ2--cost and benefits
FINDINGS: concludes that YRS is beneficial with respect to student achievement and lower costs

CITATION: Peltier, G. L. (1991). Year-round education: The controversy and the research evidence. *The NASSP Bulletin*, Sept., 120-129.
STUDY TYPE: description
THESIS/PURPOSE: examine evidence on YRS
TOPICS: models of year-round schooling
RQ1--impact on students
RQ4--impact on teachers
RQ5--impact on parents and community
FINDINGS: no detrimental effects on student learning; teachers positive; day care services satisfactory

CITATION: Rainbow, T., LaRocque, L. J., & Shields, C. M. (1995). *Report of the BC Forum on YRS*. A paper presented at the annual meeting of the Canadian Society for Studies in Education, Montreal.
STUDY TYPE: description

THESIS/PURPOSE: document the issues salient to various groups of stakeholders early in the YRS pilot study

TOPICS: perceptions of conference participants with respect to:
RQ1--impact on students
RQ2--cost and benefits
RQ3--facility use
RQ4--impact on administrators, teachers and district-level educators
RQ5--impact on parents and community
RQ6--policy agencies & governing bodies

FINDINGS: perceptions very similar to those identified in other studies in early stages of implementation; important to note that these concerns tend to abate with actual experience with YRS

CITATION: Schell, (19). *Approving alternative calendar school proposals*. ED366047
STUDY TYPE: description
THESIS/PURPOSE: provide checklist for approving alternate calendar school proposals
COMMENT: checklist useful

CITATION: Stiff, D. (1986). Year-round school: Some constraints to consider. *Thrust for Educational Leadership, 15*(Oct.), 12-17.
STUDY TYPE: description/anecdotal
THESIS/PURPOSE: examine experience in district with YRS
TOPICS: RQ3--facility use
RQ5--impact on parents and community
FINDINGS: describes different organizing plans; identifies constraints on community relations
COMMENT: discusses advantages and disadvantages in a more thoughtful way than most

CITATION: Webster, W. E., & Nyberg, K. L. (1992). Converting a high school to YRE. *Thrust for Educational Leadership, 21*(6), 22-25.
STUDY TYPE: description
THESIS/PURPOSE: examine issues in YRS at high school level
TOPICS: RQ1--impact on student
RQ4--impact on administrators and teachers
RQ6--policy agencies & governing bodies
FINDINGS: concludes in favor of YRS, even considering difficulties
COMMENT: raises interesting and important issues re management and reduction of options, and of the relationship between school culture and restructuring

CITATION: Weinert, R. (1987). Designing schools for year round education. *Thrust for Educational Leadership, 16*(May/June), 18-19.
STUDY TYPE: description
THESIS/PURPOSE: examine school design to accommodate YRS
TOPICS: RQ3--facility use
FINDINGS: advantages of different models of YRS, recommendations for school design
COMMENT: evidence of bias in favor of YRS

CITATION: White, W. D. (1992). Year-round no more. *The American School Board Journal*, July, 27-30.

STUDY TYPE:	advocacy
THESIS/PURPOSE:	assesses reasons for return to traditional calendar
TOPICS:	RQ1--impact on student academic learning RQ2--cost and benefits RQ3--facility use RQ4--impact on administrators RQ5--impact on parents and community RQ6--policy agencies & governing bodies
FINDINGS:	discusses enrichment/remediation opportunities of YRS, as well as unperceived savings and administrator burnout; attributes return to traditional calendar to desire for neighborhood schools
COMMENT:	well-reasoned

"READ WITH CAUTION" ANNOTATIONS

The third rating encompasses a variety of articles which have in common the fact that they should be read with caution and with skepticism. This rating might be given because of a poor or inadequately described research design; conclusions weakly linked to the data or based solely on anecdotal evidence; a literature review of only a small number of articles; a peripheral interest in YRS within the context of the whole article; or a clear bias for or against YRS on the part of the author(s).

CITATION:	Alcorn, R. D. (1992). Test scores: Can year-round school raise them? *Thrust for Educational Leadership, 21*(6), 12-15.
STUDY TYPE:	evaluation
THESIS/PURPOSE:	to compare the attainment on test scores of YRS and traditional calendar schools
TOPICS:	RQ1--impact on student academic learning
FINDINGS:	attainment higher in YRS
COMMENT:	questionable methods and analysis; weak links between data and conclusions

CITATION:	Allen, C. M. (1990). *Impact of year-round education on RUSD elementary libraries.* Riverside, CA: Instructional Media Services, RUSD. ED335056
STUDY TYPE:	empirical study
THESIS/PURPOSE:	investigate feasibility of implementing YRS, especially with respect to impact on library services
TOPICS:	RQ4--impact on administrators, teachers and district-level educators RQ6--policy agencies & governing bodies
FINDINGS:	offers recommendations for the provision of library services when some schools on YR schedule and others not
COMMENT:	calls attention to staff other than principals or teachers and need to adjust district procedures to accommodate YRS; limited information about the design of the study or data analysis, so difficult to assess findings and conclusions

CITATION:	Allinder, R. M., Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1992). Effects of summer break on math and spelling performance as a function of grade level. *The Elementary School Journal*, 92(4), 451-460.
STUDY TYPE:	empirical study
THESIS/PURPOSE:	investigate the effects of a 12 week summer break on the math and spelling performance of 275 students in grades 2 to 5
TOPICS:	RQ1--impact on student achievement
FINDINGS:	students in grades 2 and 3 regressed significantly in spelling but not math, and the reverse was true for students in grades 4 to 5
COMMENT:	well designed study, but only peripherally and non-specifically related to YRS in that it examines student forgetting over the summer break

CITATION:	Ascher, C. (1988). *Summer school, extended school year, and year-round schooling for disadvantaged students.* New York, NY: ERIC Clearinghouse on Urban Education. ED298213
STUDY TYPE:	literature review
THESIS/PURPOSE:	examine effect of "summer learning" on student achievement
TOPICS:	RQ1--impact on student academic learning
COMMENT:	only reviews 10 articles (only two of which relate to YRS), and little critical assessment of articles reviewed, consequently, little basis for drawing conclusions

CITATION: Ballinger, C. (1988). Rethinking the school calendar. *Educational Leadership, 17*(Feb), 57-61.
STUDY TYPE: advocacy/description
THESIS/PURPOSE: to argue for the beneficial outcomes of YRS
TOPICS: models of year-round schooling
RQ2--cost and benefits
FINDINGS: multi-track YRS results in substantial financial savings in the long run
COMMENT: clearly favors YRS

CITATION: Ballinger, C. (1987). Unleashing the school calendar. *Thrust for Educational Leadership, 16*, 16-18.
STUDY TYPE: advocacy/description
THESIS/PURPOSE: to argue for the beneficial outcomes of YRS
TOPICS: RQ1--impact on student academic learning and on student behaviors
FINDINGS: YRS is associated with improved learning and attendance, and lower vandalism rates
COMMENT: clearly favors YRS; questionable assumptions about learning

CITATION: Ballinger, C., E., Kirschenbaum, N., & Poimbeauf, R. P. (1987). *The year-round school: Where learning never stops*. Bloomington, IN: PDK Fastback 259.
STUDY TYPE: advocacy/anecdotal
THESIS/PURPOSE: demonstrate educational and other benefits of YRS
TOPICS: models of year-round schooling
RQ1--impact on students
RQ2--cost and benefits
RQ3--facility use
RQ4--impact on teachers
RQ5--impact on parents
FINDINGS: YRS is beneficial
COMMENT: clearly biased in favor of YRS

CITATION: Doyle, D. P. , & Finn, C. E., Jr. (1985). Now is the time for year-round school. *Principal*, Sept., 29-31.
STUDY TYPE: advocacy
THESIS/PURPOSE: advocates moving to a 48 week school year
COMMENT: clearly favors a particular position

CITATION: French, D. A. (1992). *California administrative burnout and year-round schools*. A paper presented at the annual meeting of the National Association for Year-Round Education. ED347660
STUDY TYPE: empirical study
THESIS/PURPOSE: investigate the relationship between YRS and principal burnout
TOPICS: RQ4--impact on administrators
FINDINGS: all principals experiencing increased stress
COMMENT: does not distinguish between single- and multi-track YRS, so that findings questionable

CITATION: Greenwell, S., Ryan, K., Tinger, B., Motley, L., Barker, K., & Cheshure, L. (1993). *An evaluation survey of year-round education at North Layton Jr. High School*. unpublished document, Davis County Board of Education, Utah.
STUDY TYPE: evaluation
THESIS/PURPOSE: evaluate opinion of YRS re one high school after less than one year of operation
TOPICS: satisfaction levels of parents, students, staff and administrators
FINDINGS: support for return to traditional calendar
COMMENT: data and conclusions drawn from data questionable, e.g., only 97 of 1200 parents returned survey; short period of implementation

CITATION: Herman, J. L. (1991). Novel approaches to relieve overcrowding: The effects of Concept 6 year-round schools. *Urban Education, 26*(2), 195-213.
STUDY TYPE: empirical study
THESIS/PURPOSE: examine effect of Concept 6
TOPICS: RQ1--impact on student academic learning
RQ4--impact on teachers
FINDINGS: no difference between effect of Concept 6 when compared with matched 45/15 model of YRS and traditional calendar schools
COMMENT: only descriptive statistics provided; description of Concept 6

CITATION: Herman, J. L. (1988). *Los Angeles experience: Evaluating the results of Concept 6*. A paper presented at the annual meeting of AERA. ED296009
STUDY TYPE: evaluation
THESIS/PURPOSE: compare Concept 6 YR calendar with other YR calendars and with PHBAO non-YRS
TOPICS: RQ1--impact on students
RQ4--impact on administrators and teachers
FINDINGS: concludes that Concept 6 is more effective than other YR calendars
COMMENT: little data provided, so difficult to judge support for conclusions

CITATION: Howell, V. T. (1988). *An examination of year-round education. Pros and cons that challenge schooling in America*. ED298602
STUDY TYPE: description/literature review
THESIS/PURPOSE: assess pros and cons of YRS
TOPICS: history of year-round schooling
RQ1--impact on student behaviors
RQ2--cost and benefits
RQ3--facility use
RQ6--policy agencies & governing bodies
FINDINGS: discusses alternatives to YRS for purposes of space utilization and implementation considerations; concludes there are many difficulties to YRS and no clear advantages
COMMENT: relies on anecdotal rather than empirical evidence as basis of conclusions

CITATION: Kirman, J. M. (1991). Year-round schooling: Caution is needed. *The ATA Magazine, 72*(Nov/Dec), 6-8.
STUDY TYPE: advocacy
THESIS/PURPOSE: consider possibility of YRS in Alberta
TOPICS: RQ3--facility use

RQ4--impact on teachers
RQ5--impact on parents and community

FINDINGS: YRS not appropriate for Alberta, given negative impact on family life, tourism, and teacher professional development
COMMENT: clear bias against YRS

CITATION: Knox, G. A. (1994). Seven rules to year-round schooling: Research and dialogue make implementation possible. *The School Administrator*, March, 22-24.
STUDY TYPE: advocacy
THESIS/PURPOSE: advice on implementing YRS
FINDINGS: reasonable advice
COMMENT: no critique or unusual thoughtfulness about the issues

CITATION: Koki, S. (1992). *Modified school schedules: A look at the research and the Pacific*. Honolulu, HI: Pacific Region Educational Lab. ED354630
STUDY TYPE: literature review
THESIS/PURPOSE: examine evidence on YRS and 4-day week
FINDINGS: YRS appropriate under certain conditions
COMMENT: draws sweeping conclusions which are unwarranted by the small number of articles reviewed

CITATION: Levine, D. U., & Ornstein, A. C. (1993). School effectiveness and national reform. *Journal of Teacher Education*, *44*(5), 335-345.
STUDY TYPE: description
THESIS/PURPOSE: briefly looks at YRS as part of review of school effectiveness and reform
COMMENT: superficial look at YRS, with no specific references pertaining to YRS

CITATION: Los Angeles Unified School District. (1986). *Early school leavers: High school students who left school before graduating, 1982-1983*. Los Angeles, CA: Research and Evaluation Branch, LAUSD. ED312349
STUDY TYPE: empirical study
THESIS/PURPOSE: compare rates of early school leavers by school type
TOPICS: RQ1--impact on student behaviors
FINDINGS: rate lower for YRS than for regular high school
COMMENT: offered no conclusions or explanations

CITATION: Matheson, R. (1993). Toward being an informed consumer: A year-round education mandate. *The ATA Magazine*, *73*(4), 34-37.
STUDY TYPE: advocacy
THESIS/PURPOSE: examine Kirman article and what has transpired in San Diego and Los Angeles
TOPICS: RQ2--cost and benefits
RQ3--facility use
RQ4--impact on administrators and teachers
FINDINGS: supports YRS
COMMENT: clear bias for YRS

CITATION: McDaniel, P. (1993). Making it happen: How to handle the politics of year-round education. *The Year-Rounder*, Fall, 4-9.
STUDY TYPE: advocacy
THESIS/PURPOSE: offers suggestions for implementing YRS
TOPICS: discusses the social, psychological, political and organizational dimensions of resistance to YRS
COMMENT: clearly biased in favor of TYS, although some of the recommendations defensible

CITATION: Morse, S. C. (1992). The value of remembering. *Thrust for Educational Leadership, 21*(6), 35-37.
STUDY TYPE: description
THESIS/PURPOSE: examine effect of different school calendars on student remembering/forgetting
TOPICS: RQ1--impact on student academic learning
FINDINGS: YRS and end of summer programs facilitate remembering
COMMENT: evidence of bias

CITATION: O'Neil, I. R., & Adamson, D. R. (1993). When less is more: How to handle an enrollment boom without going bust. *The American School Board Journal*, April, 39-41.
STUDY TYPE: description/anecdotal
THESIS/PURPOSE: describe alternate schedules and staffing patterns to address overcrowding problem
TOPICS:
RQ1 impact on student academic learning
impact on student attitudes
impact on student behaviors
RQ2 cost and benefits
RQ3 facility use
RQ4 impact on administrators
impact on teachers
impact on district-level educators
RQ5 impact on parents
impact on community
COMMENT: provides no supportive data and clearly in favor of YRS, may identify issues and suggest possible solutions for those unfamiliar with practical implications of YRS

CITATION: Parrish, C. A. (1989). Year-round schooling makes financial and economic sense. *The American School Board Journal*, Oct., 36-37.
STUDY TYPE: advocacy/anecdotal
THESIS/PURPOSE: demonstrate positive outcomes of YRS
TOPICS: RQ1--impact on student academic learning
RQ2--cost and benefits
FINDINGS: positive effects of YRS on student learning and costs
COMMENT: clearly in favor of YRS

CITATION: Rasberry, Q. (1994). *Research summary: Year-round schools may not be the answer*. A paper presented at the Conference for Private Child Care Centers and Preschools, Orlando, FL. ED369548
STUDY TYPE: literature review
THESIS/PURPOSE: examine evidence on YRS

TOPICS:	history of year-round schooling models of year-round schooling RQ1--impact on students RQ2--cost and benefits RQ3--facility use
FINDINGS:	negative impact on students; not a long term solution to space utilization
COMMENT:	selected examples; clear evidence of bias

CITATION:	Sardo-Brown, D., & Rooney, M. (1992). The vote on all-year schools. *The American School Board Journal*, July, 25-30.
STUDY TYPE:	advocacy/description
THESIS/PURPOSE:	identify parent attitudes to moving to YRS
TOPICS:	RQ5--impact on parents
FINDINGS:	offers strategies for combating parental fears, which are similar to those identified in other studies
COMMENT:	clearly favors YRS; no information about the data collection instrument; no data presented

CITATION:	Schmieder, J. H., & Townley, A. J. (1992). Making a smooth transition. *Thrust for Educational Leadership, 21*(6), 26-28.
STUDY TYPE:	anecdotal
THESIS/PURPOSE:	offers suggestions, based on experience, of how to build involvement and present issues
FINDINGS:	recommends moving slowly and consulting
COMMENT:	uncritical acceptance of YRS

CITATION:	Serifs, D. (1990). *Year round education: A closer look*. ED329008
STUDY TYPE:	description
THESIS/PURPOSE:	examine evidence on YRS
TOPICS:	history of year-round schooling models of year-round schooling RQ1--impact on students RQ2--cost and benefits RQ5--impact on parents RQ6--policy agencies & governing bodies
FINDINGS:	effects of YRS on learning positive or inconclusive, considers policies and incentives to support YRS
COMMENT:	does not weigh evidence or draw conclusions

CITATION:	Smith, D. B. (1992). Finding room for California's children. *Thrust for Educational Leadership, 21*(6), 8-15.
STUDY TYPE:	description
THESIS/PURPOSE:	examine state policy on overcrowding and capital costs
TOPICS:	RQ2--cost and benefits RQ3--facility use RQ6--policy agencies & governing bodies
FINDINGS:	concludes that YRS are a viable solution to overcrowding, and also beneficial to student achievement

COMMENT: selective and uncritical in literature cited to find solutions to school overcrowding problems; YRS only a small part of focus of article

CITATION: Stimson, J. (1992). Combination classes: Helpful or harmful? *Thrust for Educational Leadership, 21*(6), 16-18.
STUDY TYPE: description
THESIS/PURPOSE: examine effect of combination classes in YRS on student learning
TOPICS: RQ1--impact on student academic learning
FINDINGS: YRS can have negative effect on learning because of combination classes
COMMENT: data sources and methods are not explained; unchallenged assumptions re relationship between combination classes and learning and re need for combination classes with YRS

CITATION: Year-round education: Status and possibilities. (1995). *The Year Rounder*, Winter.
STUDY TYPE: advocacy
THESIS/PURPOSE: explain why recently more studies are reporting a positive impact of YRS on student achievement
TOPICS: RQ1--impact on student academic learning
FINDINGS: speculated that now YRS is more often associated with restructuring of instructional programs, and it is this that accounts for the positive impact on learning
COMMENT: clearly in favor of YRS

CITATION: Univer, I. O. (1976). Can year-round school save money? *American School and University, 48*(9), 34-35.
STUDY TYPE: advocacy
THESIS/PURPOSE: demonstrate cost-saving potential of YRS
TOPICS: RQ2--cost and benefits
COMMENT: no data reported; no supporting evidence for many of the statements

CITATION: Utah State Board of Education. (1994). *Statewide evaluation of year-round and extended day schools.* ED 323594 (or executive summary ED 322572)
STUDY TYPE: evaluation
THESIS/PURPOSE: determine effects of YRS
TOPICS: RQ1--impact on students
RQ2--cost and benefits
RQ4--impact on administrators and teachers
RQ5--impact on parents and community
RQ6--policy agencies and governing bodies
FINDINGS: results are reported and original instruments are included
COMMENT: data were collected after only one year of implementation, which is too early to be of value without follow-up data

CITATION: Virginia State Department of Education. (1992). *Instructional time and student learning: A study of the school calendar and instructional time.* ED356555
STUDY TYPE: literature review/public survey
THESIS/PURPOSE: examine the feasibility of implementing YRS (the part of the larger study reviewed)
TOPICS: different models of instructional time
RQ3--facility use

RQ5--impact on parents

FINDINGS: little support for move to YRS, multitracking reduces overcrowding, but once problem has been alleviated there is a return to traditional calendars; YRS does not increase instructional time

CITATION: Weaver, T. (1992). Year-round education. *ERIC Digest, 68*(April). ED342107
STUDY TYPE: literature review
THESIS/PURPOSE: examine evidence on YRS
TOPICS: definition of year-round schooling
RQ1--impact on students
RQ4--impact on staff
RQ5--impact on parents
FINDINGS: does not draw conclusions about YRS
COMMENT: based on only a few articles, which are not critiqued; accepts common assumptions unquestionably

CITATION: White, W. D. (1988). Year-round high schools: Benefits to students, parents, and teachers. *The NASSP Bulletin*, Jan., 103-106.
STUDY TYPE: description/anecdotal
THESIS/PURPOSE: describe observed benefits of YRS
TOPICS: RQ1--impact on students
FINDINGS: decreased rate of dropouts
COMMENT: compared to 1992 articles, this one is more simplistic, less rooted in data, less reflective

CITATION: White, W. D. (1987). *Effects of the year-round calendar on school attendance*. A paper presented at the annual meeting of the National Council on Year-Round Education, Anaheim, CA. ED280157
STUDY TYPE: empirical study
THESIS/PURPOSE: compare student and teacher attendance before and after implementation of YRS
TOPICS: RQ1--impact on student behaviors
RQ4--impact on teachers
FINDINGS: higher attendance and retention in school of students after YRS implementation; similarly, higher teacher attendance
COMMENT: compared to his other articles, this one is more simplistic, less rooted in data, less reflective; interesting speculation that reduction in dropout rate due to program flexibility (i.e., second chance at a course is easier in YRS)

CITATION: Young, R. J., & Berger, D. E. (1983). Evaluation of a year-round junior high school operation. *NASSP Bulletin*, January, 53-59.
STUDY TYPE: evaluation
THESIS/PURPOSE: assess impact of YRS
TOPICS: RQ1--impact on students
RQ4--impact on staff
RQ5--impact on parents
FINDINGS: student learning similar to matched district in which schools on traditional calendar; parents generally satisfied; principals and teachers generally favor return to traditional calendar; underestimate parental satisfaction
COMMENT: little data provided; no critical interpretation